2 Time to celebrate

In this unit you will…

- **learn** about New Year celebrations
- **compare** three festivals
- **learn** about two spring festivals
- **describe** special occasions
- **learn** about early years traditions in Japan and parts of Africa
- **describe** April Fools' Day traditions
- **write** a description of an event for a partner school.

Getting started

"What are the important celebrations and family occasions in your country?"

Watch this!

2.1 Happy New Year!

In this lesson you will...

- learn about New Year celebrations
- use time phrases (*on New Year's Eve, at midnight, …*).

- **Why do people celebrate New Year?**

Reading

1 **Work with a partner. Read the text and write a list of six words and short phrases that sum up Chinese New Year. Compare your lists.**

Chinese New Year is the most important celebration in the Chinese calendar. It is also known as the spring festival because it is the time when people welcome the arrival of spring. It celebrates the start of new life and the season for planting crops. It is the oldest Chinese festival.

New Year celebrations start when there is a new moon, on the first day of the lunar month in the Chinese calendar, in January or February (between 21 January and 20 February). Celebrations go on until the fifteenth day, when the moon is brightest.

Just before New Year, people clean their houses and throw away anything that is old or broken. They decorate their homes with pieces of paper with words such as 'happiness' and 'wealth' written on them. On New Year's Eve, families get together and have a special meal, which may include soup, fish, spring rolls, dumplings and rice cakes. People dress in red, which symbolises fire, and set off fireworks. Children receive gifts of money in red packets.

At the start of the first week of New Year, people visit friends and family. The second week ends with the Lantern Festival on the fifteenth day of the lunar month. People light lanterns to put in the windows of their houses. They walk in the streets carrying them under the light of the full moon.

One of the highlights of the Chinese New Year is the dragon dance. The dragons are made of paper, silk and bamboo. Chinese people think of dragons as helpful, friendly creatures which symbolise long life and wisdom.

Vocabulary

2 **Complete the table with words from the text.**

Nouns		welcome		decoration	symbol
Verbs	celebrate		arrive		

3 **Match the words from the text to the definitions.**

crops
lunar
fireworks
dragon
lantern
wisdom

a an imaginary creature that breathes fire
b a light that can be carried
c connected with the moon
d good sense and judgement based on experience
e plants like rice, corn or vegetables grown by farmers
f containers filled with powder that you light to produce a bang or bright colours

4 **Listen to this description of New Year. Which country is it about? Which traditions are similar to Chinese New Year traditions?**

5 **Listen again. What can you remember about the New Year traditions in this country?**

Use of English Prepositions preceding nouns in time phrases

in January
on the first day of the lunar month
on New Year's Eve
at the start of the first week
at New Year
at midnight

Write the correct preposition to complete the rules.

Use ..... with months, years and seasons.

Use ..... with days and dates.

Use ..... with clock times, festivals, *the weekend, the start / end of …*

Language tip

Notice that we say '**on** Monday morning' but '**in** the morning'.

6 **Complete the sentences with the correct preposition.**

a Many festivals take place ..... spring.
b We're going to decorate our house ..... Saturday.
c Do they set off the fireworks in the afternoon or ..... the evening?
d In Cuba, New Year's Eve is ..... the end of December.

Speaking

7 **Work in groups. Talk about how you and your family celebrate New Year. Use these questions as a guide.**

a When do you celebrate New Year?
b What happens on New Year's Eve?
c What does your family do at New Year?

2.2 Three festivals

In this lesson you will...

- compare three festivals.

Key words: World religions

Buddhism
Catholicism
Christianity
Hinduism
Islam
Judaism
Sikhism

- **Name a festival. What does it celebrate?**

1 **Look at the words in the world religions key words box. Which five have the same suffix (a group of letters at the end of a word)?**

Reading

2 **The class is going to work in three groups. Each group reads about one of the festivals.**

Group A: Read about Diwali.

Group B: Read about Eid al-Fitr.

Group C: Read about Wesak.

3 **Look up in a dictionary any words you don't know.**

4 **Copy the chart into your notebook. Then complete your group's section of the chart.**

Group	Festival	Religion	When	How long	Key features
A	Diwali				
B	Eid al-Fitr				
C	Wesak				

Speaking

5 **In your group, take turns to ask other groups about their festivals. Ask these questions and complete the rest of your chart.**

a What's the name of your festival?
b Which religion celebrates it?
c When does it take place?
d How long does it last?
e What are the key features?

6 **Ask about any words you don't know.**

How do you spell 'rangoli'?

What are 'diyas'?

What is a 'courtyard'?

7 **Write captions for the photos of Eid al-Fitr and Wesak.**

Language tip

Remember to use the correct prepositions with time phrases:

at *the end of October*

in *April.*

Diwali

The word *Diwali* means 'rows of lighted lamps'. Diwali is the 'festival of lights' that celebrates the Hindu New Year. It is an important holiday in India and it is celebrated by communities around the world. The festival takes place at the end of October or the beginning of November. It lasts for five days. During the festival, people decorate their homes, courtyards, gardens and public places with small oil lamps called *diyas*. They draw brightly coloured *rangoli* patterns on the floor near the entrance to their houses. Fireworks are also an important part of the celebrations.

People light their homes with *diyas*

Rangoli is a traditional Indian decoration made from coloured rice, sand or flower petals

Eid al-Fitr

Eid al-Fitr celebrates the end of Ramadan in the Islamic world. Ramadan is the ninth month of the Islamic calendar. It's a time of fasting – going without food or drink during the day. The festival of Eid begins when the new moon is first seen in the sky.

Eid lasts for one, two or three days. The day starts with a small breakfast before people go to prayers at the mosque. After prayers, people visit their family and friends. Then there are special meals that may include meat, vegetable and rice dishes. There are usually a lot of sweet dishes, such as homemade halva and ice cream.

Wesak

The Buddhist festival of Wesak, or Vesak, is celebrated every year at the time of the full moon in April, May or early June. It lasts between a few days and a month. People wear white and visit their local temple. They take gifts of money, food, candles and flowers. They also take part in processions and they clean and decorate their homes. In Thailand and Indonesia, people carry lanterns made from paper and wood. Wesak is not only a time for celebration; it is also a time for reflection.

2.3 Welcoming the spring

In this lesson you will...

- learn about two spring festivals
- use compound adjectives in descriptions (*fur-lined, snow-covered, …*).

- **Write down three words or phrases that you think of when you picture a celebration. Compare your ideas.**

Reading

1 **Look at the picture on the right. What does it show? What's going to happen? Read the text to find out.**

Maslenitsa

The Russian festival of Maslenitsa takes place in February or March and lasts a week. It's a time to say goodbye to winter and to welcome the spring. At the beginning of the week, children make a large doll from straw and old clothes. This is Lady Maslenitsa, representing winter. The painting shows Maslenitsa a hundred years ago, with horse-drawn sleighs, snow-covered streets and people dressed in warm, fur-lined coats.

Today, Maslenitsa is still a time for having fun, and for eating *blinis*. These are small pancakes, made from eggs, butter and milk and served with butter, cream, jam, honey or caviar. Some people say they are a symbol of the sun, giving the earth warmth.

Maslenitsa also comes just before the period of Lent, when Christians traditionally give up rich foods. At the end of the week, the straw doll is burned on a bonfire. Winter is over and spring is on the way.

2 Write five questions about Maslenitsa to ask your partner. Then ask and answer them.

a Where …?
Where is Maslenitsa celebrated?
b When …?
c How long …?
d What …?
e Why …?

Use of English Compound adjectives

You can use two words together to make a compound adjective.

Sleighs that are drawn by horses are ***horse-drawn*** *sleighs.*

Streets that are covered in snow are ***snow-covered*** *streets.*

Coats that are lined with fur are ***fur-lined*** *coats.*

People who are dressed warmly are ***warmly dressed*** *people.*

Look back at the texts about Diwali in Lesson 2.2. Find a compound adjective. (Clue: it describes a pattern.)

3 Complete the sentences using compound adjectives.

a Trees that are covered in frost are ***frost-covered trees.***
b Pancakes that are made at home are …… .
c A dome that is shaped like an onion is an …… .
d A blanket that is decorated beautifully is a …… .
e A day that is filled with fun is a …… .

Speaking

4 With a partner, talk about the Maslenitsa painting. Use the compound adjectives in Exercise 3 to describe what you can see.

Listening

5 Listen to this interview about a festival in South America, the carnival of Barranquilla. Which day of the festival is it?

6 Listen again and make notes about:

- where and when the carnival takes place
- how long it goes on for
- the Battle of Flowers.

Writing

7 Use your notes from Exercise 6 to write a description of the carnival of Barranquilla for a travel website. Try to include these compound adjectives:

world-famous four-day second-largest brightly coloured

2.4 Special occasions

In this lesson you will...

- describe special occasions
- learn words and phrases to describe people's ages.

- **Which occasions do you celebrate in your family?**

Vocabulary and listening

Childhood	Teenage years	Adulthood
a child / children	a teenager / teenagers	an adult / adults
a baby (0–1)	in your early teens (12–14)	in your (early / mid- / late) twenties (20–29), thirties (30–39)
a toddler (1–2)	in your mid-teens (14–16)	middle-aged (40–60)
	in your late teens (16–19)	elderly (80+)

1 **Listen to Ella talking to her friend Lisa. What does Ella learn about Lisa? How much can you remember about what she says?**

2 **Listen again. Use the words and phrases in the vocabulary box to describe the ages of the family members.**

a Lisa's nephew ***He's a baby.***
b Lisa's niece
c Lisa's brother
d Lisa's great-grandmother
e Lisa's parents

3 **Work in small groups. What's the age range of people in your family? Tell the group about them, starting from the youngest. Ask and answer questions to give more detail.**

My cousin's daughter is the youngest. She's a baby.

How old is she?

She's three months old.

4 **Listen to an interview with Lorena. Her sister is in the photo. What is she celebrating?**

5 **Listen again. Then answer the questions.**

a Where is Lorena from?
b At what age do people have a special birthday celebration in her country?
c Who is invited?
d What kind of occasion is it?
e Is it the same for girls and boys?
f How did Lorena's sister feel about her party and why?

Speaking

6 **Work in small groups. Look at the photo. What do you think it shows? Answer these questions.**

a What's the celebration?
b Who are the people? How are they related to each other?
c How old do you think they are? Use the expressions in the vocabulary box at the beginning of Lesson 2.4.

Compare your answers with the answers of other groups.

2.5 Starting out in life

In this lesson you will...

- learn about early years traditions in Japan and parts of Africa
- use *who, which* and *whose* in non-defining relative clauses.

Key words: Social studies

Swahili-speaking people

the Yoruba community

- **What were you like when you were baby?**

Reading

1 **Read about traditions associated with children around the world.**
How do you know that the traditions are important for members of the family?

A crying baby contest

In Japan, babies and toddlers between the ages of 6 months and 18 months take part in *nakizumo*. *Nakizumo*, which is a 400-year-old tradition, takes place once a year. The word *nakizumo* means 'crying baby sumo'. Two babies are placed on cushions on a stage with a referee. The referee, who sits between the babies, tries to make them cry. He tells them to '*nake, nake*' (cry, cry). The baby who cries the most is the winner.

The tradition is based on a Japanese proverb that says 'crying babies grow fast'. The event, which is held on Children's Day in Japan, is very popular with families. One of the organisers of the Tokyo event said: 'The father, the mother, the grandparents from both sides, they all seem to enjoy coming. It is truly a family event, sometimes even with all the other relatives. Everyone comes to the event and has a good time.'

Choosing a name

The birth name of a child among the Swahili-speaking people in Africa is used for the first 40 days of the baby's life. The name, which is chosen by an elderly relative, usually describes the baby's appearance or the circumstances at the time of their birth. Jamila, for example, means 'beautiful'. Chausiku means 'born at night'.

Babies who are born into the Yoruba community in Nigeria are also named according to the circumstances at the time of their birth. For example, Bejide means 'child born in the rainy time'. When they are a little older, the children are given a name to express hopes for the future. The success of the singer and songwriter, Ayodeji Ibrahim Balogun, whose name means 'twice the joy', is an example to show that these hopes can come true.

2 **Answer the questions.**

a What is happening in the picture?
b In the text, there are two examples of the way children's names are chosen in some African countries. What are they?
c Why do you think these traditions remain popular?

3 **Look at the words in the social studies key words box. Answer these questions.**

a What is Swahili and where is it spoken?
b Who are the Yoruba people and where do they live?

Use of English *which, who* and *whose* in non-defining relative clauses

Non-defining relative clauses give extra information in a sentence.

*Nakizumo, **which is a 400-year-old tradition**, takes place once a year.*
(extra information)

*The referee, **who sits between the babies**, tries to make them cry.*
(extra information)

*Ayodeji Ibrahim Balogun, **whose name means 'twice the joy'**, is an example to show that these hopes can come true.*
(extra information)

4 **Use a non-defining relative clause with *which, who* or *whose* to combine these sentences.**

a My friend Yannis has the same name as his cousin. Yannis lives in Athens.
My friend Yannis, who lives in Athens, has the same name as his cousin.
b Simba is a popular name in my country. It means 'lion'.
c My maternal grandfather was Spanish. He died before I was born.
d The name Kusuma means 'flower'. It comes from Sanskrit.
e My sister is always called 'Beth' at home. Her name is Elizabeth.
f The name Kadek is often given to the second child in Indonesia. It means 'younger brother or sister'.

Speaking

5 **Work in groups. Talk about the names in your family.**

a Do you have the same name as anyone in your family?
b Does your name have a special meaning? What about other members of your family?
c Which names are popular at the moment for boys and girls?
d Are there any names which sound old-fashioned now?
e Are there any traditions for celebrating a baby's birth or naming a baby in your country?

2.6 April Fools' Day

In this lesson you will...

- describe April Fools' Day traditions
- use participle adjectives (*amazed, amazing*) and idiomatic language (*by the way*).

- **The tradition of playing jokes on people and having fun at the beginning of spring comes from Persia and from Ancient Rome. Persia, which is now Iran, has the oldest known fun day, dating back to 536 BCE. Do you think a fun day is a good idea?**

Language tip

BCE is an abbreviation for 'Before the Common Era', so 536 BCE is over 2500 years ago.

Listening

1 **Listen to a conversation between Hasan and Zahra. What are they talking about? What day is it?**

2 **Work with a partner. What is the connection between each picture and April Fools' Day? Give as many details as you can.**

3 **Listen again. Then answer the questions.**

a What did Zahra think was **amazing**?
b Why was the newspaper story **interesting**?
c Why was Zahra **surprised** when she read about April Fools' Day in China?
d What wasn't very **exciting** for Zahra but was quite **amusing** for Hasan?
e At the end, Zahra said 'I'm **bored** with this now.' Was she really bored?

Use of English Participle adjectives ending in *-ed* and *-ing*

Look at the adjectives in **blue** in Exercise 3 and complete these rules.

Adjectives that end in ..... describe how people feel. *(two examples)*

Adjectives that end in ..... describe the thing that causes the feeling or a situation. *(four examples)*

4 **Choose the correct adjective in each sentence.**

a It was an *interested / **interesting*** story but I didn't believe it.
b We stayed up late last night, so we were really *tired / tiring* this morning.
c We got lost on our walk because the directions were *confused / confusing*.
d The film made me laugh. It was very *amused / amusing*.
e I was *amazed / amazing* to get such a good mark in my maths exam.

5 **Listen again. Put your hand up when you hear these idiomatic expressions.**

a **to fall for something** (*You fell for that one / people fell for it*) to think something is true when in fact it's not true
b **the wrong way round** something is the opposite of what it should be
c **Nice one!** an exclamation showing that something was well done
d **Guess what?** an exclamation to get the attention of someone when you want to tell them something interesting or exciting
e **to catch on** (*April Fools' Day is catching on*) to become popular
f **Hang on a minute** wait a moment
g **By the way** an expression you use to introduce a new subject or to give further information

Speaking

6 **Work in groups. Discuss these questions. Use the expressions in Exercise 5 if you can.**

a Is there a day in your country which is a 'fun day', like April Fools' Day? When is it? What do people do? If there isn't a fun day in your country, do you think there should be? Why?
b Have you ever played an April Fools' Day type of trick on someone? What was it? Did the person fall for it? What was the person's reaction? What do other people in the group think about it?

2.7 Improve your writing

In this lesson you will...

- write a description of an event for a partner school.

1 **Read the description of an event on the opposite page. What is the writer's intention? Has she succeeded?**

2 **Remember that you can use participle adjectives ending in *-ing* to express your feelings about what you're describing.**

Find three *-ing* adjectives in the text.

Here are some more adjectives you can use when you do Exercise 4: *amazing, astonishing, interesting, surprising*.

3 **You can also use compound adjectives, to add colour and detail.**

How are the dresses described in the text?

Here are some more compound adjectives you can use when you do Exercise 4: *home-baked (bread), hand-made (costumes), pale-blue (shirts)*

4 **Write a description of a celebration, festival or traditional event in your country for a partner school in another country. Use the description on the opposite page as a model.**

- In paragraph 1, have you answered the questions *When? Where? Why?*
- In paragraph 2, have you used time expressions?
- Have you used a relative clause with *which* to give extra information?
- Have you included one or more adjectives ending in *-ing*?
- Have you included one or more compound adjectives?

Writing tip

Non-defining relative clauses are more often used in written English than in spoken English.

Afterwards, we have a special cake called a coca, ***which has fruit and sugar on top****.*

Using them to combine sentences shows that you have a good command of written English.

Choose a title.

A village festival

Paragraph 1

When? Where? Why?

Every year in June there are celebrations throughout the country to mark the middle of summer. This is the festival of San Juan and it takes place on the Saturday nearest to midsummer.

Paragraph 2

What happens?

You can use time expressions such as *first*, *next*, *later*, *afterwards* to show the sequence of events.

In our village, everyone gets together to join in the fun. First, some of the children take turns to read out a traditional poem. The most exciting moment is when the big bonfire is lit. Next, we let off fireworks. This can be a bit frightening because some of the fireworks make a lot of noise.

Paragraph 3

Add more detail. You can use relative clauses with *which* to give extra information.

Later, we all sit down around big tables in the village hall for a special meal. The barbecue, which is served by the mayor of the village and his helpers, includes chicken, sausages and other meat. Afterwards, we have a special cake called a *coca*, which has fruit and sugar on top. After the meal, we go outside again for singing and dancing. The older children keep an eye on the younger ones to make sure they don't get near the fire.

Paragraph 4

Give a personal point of view.

My sister and I are in the village choir, so when it's time for us to sing, we get dressed up in our traditional costumes. The girls and the women wear brightly coloured dresses and the boys and men wear red scarfs and white shirts. The songs aren't all serious; in fact, some of them are quite amusing.

Paragraph 5

Conclusion

San Juan gives all the families and neighbours a chance to chat and catch up. Everyone has a good time.

2.8 Project challenge

Project 1: Celebrations and traditions

You're going to give a short presentation about traditional ways of celebrating the birth of a baby and welcoming him or her to the family and community.

1 What are the traditions in your country?

2 Find out about these traditions in other countries:

France – toy giraffe called 'Sophie'

Germany – planting a tree

Netherlands – stork announces birth

Nigeria – grandmother gives baby his or her first bath

Sweden – silver spoon for the baby

3 Prepare your presentation. Here is an example to help you.

The Hundred Days Party is a tradition in China. Family and friends get together to celebrate the baby's first hundred days and to wish that he or she will live for a hundred years. Then, when the baby is a year old, there is another tradition. The baby is offered a tray of objects, such as a paintbrush, a book, money or medicine, which represent a variety of professions. It's an exciting moment. Everybody is intrigued to know what the baby will be most interested in. If the baby picks up the paintbrush, for example, he or she might become an artist.

4 Give your presentation.

- What did you learn from looking up information for this project?
- How did you use the model text?

Project 2: A festival poster

You're going to produce an information poster about a festival.

1 Work in small groups. The picture shows the Songkran festival in Thailand. What's happening? Describe the picture.

2 In your groups, look up these festivals on the internet. Which do you find the most interesting?

Songkran (Thailand)

Carnival (Brazil, Italy, etc.)

St John's Eve (Scandinavia)

The Moon Festival (China)

Setsubun (Japan)

The Lemon Festival (Menton, France)

3 Discuss which festival you're going to choose for your poster.

I like the sound of …, because …

What about …? We could get some good pictures to illustrate it.

4 Find the answers to these questions.

a When and where is the festival celebrated?
b What does it celebrate?
c How long does it last?
d What happens during the festival?
e What special events are there?
f What do people eat during the festival?

5 Decide how to plan, organise and produce the work.

a Who is going to design the poster?
b Who is going to find the pictures?
c Who is going to do the illustrations?
d Who is going to write the text?

6 Make the poster. Then use it to give a presentation to the rest of the class.

- What did you learn from looking up information for this project?
- How did you decide which festival to present?

2.9 Poetry

1 Read and listen to the poem. If this was a video clip, what would you see?

Tuen Ng (The Dragon Boat Races)

The air is hushed
round waiting boats;
water still before the race.
Slowly paddles lift
5 above the dragon-prows
like giant wing-bones
from a waking beast,
stretching into space …

And then …
10 they're off!
Away!

Fish scatter in dismay
as dragon-racers slice the surface.
Wings dip, whip water into waves;
15 waves rise like flames,
set light by sun.

Above, flags tug at their fetters,
desperate to join the fun.
And all around,
20 like pumping, thumping dragon-hearts,
the pounding gongs,
the beating drum.

Judith Nicholls

1 hushed: very quiet
4 paddle: a short pole with a flat end that you use to make a small boat move through the water
5 prow: the front of a boat
7 beast: an animal, especially a dangerous or strange one
8 stretch: to reach as far as possible
12 scatter: to move away in different directions
12 dismay: a feeling of unhappiness and disappointment
13 slice: to cut as if with a knife
14 dip: to lower something into a liquid and then take it out again
14 whip: (here) to hit the water quickly to cause waves
15 flame: the brightly burning gas that you see coming from a fire
17 tug: to pull something quickly and with a lot of force
17 fetters: chains for a prisoner's feet
20 pumping: forcing liquid to move
20 thumping: beating fast (so that you can feel it)
21 pounding: being hit repeatedly
21 gong: a round piece of metal which is hit with a stick to make a sound

2 **Read and listen to the poem again. Then answer the questions.**

a What is the difference between the first verse and the rest of the poem?

b Why is the second verse so short?

c What do you **see** in the third verse?

d What do you **hear** in the fourth verse?

3 **Read the description of four poetry techniques in the Language tip. Find one example of each in verses 3 and 4.**

Onomatopoeia: the word 'thump' sounds like the action of thumping something.

Language tip

Onomatopoeia is when a word sounds like the sound it describes, like the ***buzz*** of a bee.

Alliteration is when you use the same sound at the beginning of several words in a line: a ***f***antastic ***f***un-***f***illed ***f***estival.

A **simile** shows the similarity of one thing to another, using the words *like* or *as*: she ran ***like*** the wind.

Personification means talking about a thing as if it were a person: the wind ***whistled*** through the trees.

4 **Read and listen to the second poem. If this was a video clip, what would you see?**

Chinese New Year Dragon

There's a brightly coloured dragon swaying down the street,
Stomping and stamping and kicking up its feet.

There's a multicoloured dragon – green, gold and red –
Twisting and twirling and shaking its head.

5 There's a silky-scaled dragon parading through the town,
Swishing and swooshing and rippling up and down.

There's a swirling, whirling dragon, weaving to and fro,
Prancing and dancing and putting on a show.

There's cheering and clapping as the dragon draws near –
10 A sign of good luck and a happy new year!

John Foster

[1] sway: to move slowly from side to side
[2] stomp, stamp: to put your foot down on the ground hard and quickly
[4] twist: to turn part of your body to face a different direction
[4] twirl: to turn around and around quickly
[6] swish: to move quickly through the air making a soft sound
[6] swoosh: to make the sound of fast-moving air
[6] ripple: to move in small waves
[7] swirl, whirl: to move quickly in circles
[7] weave: to make a path by moving quickly and changing direction often
[8] prance: to walk or dance in a proud way, often because you want people to look at you

5 **Look at the words in the glossary. What do they all describe?**

6 **Answer these questions.**

What do you notice about …

a the last words in each line?
b the rhythm? (Does it have a strong regular beat?)
c the use of adjectives? Are there any compound adjectives?

7 Values **Work with a partner. Practise reading the poem aloud. Take turns to read a line each.**

8 **Give a class performance of the poem.**

Check your progress

General knowledge quiz

How much can you remember about what you have learned?

1 At Chinese New Year, what colour do people wear? What does it symbolise?

2 In Cuba at New Year, what do people eat at midnight?

3 Which religions are associated with the following festivals: Diwali, Eid al-Fitr, Wesak?

4 In which country and at what time of year does Maslenitsa take place?

5 In which country is there a 400-year-old tradition called *nakizumo* and what is it?

6 Name a country where a girl has a special party to celebrate her 15th birthday.

7 On which continent is Nigeria?

8 What was Iran called in the past?

9 What date is April Fools' Day?

10 In which country do people put a paper fish on someone's back on April Fools' Day?

Vocabulary

Festivals

1 Fill in the missing words. Then choose either the verb or the noun to complete the sentences.

verbs	nouns
to ***welcome***	a welcome
to celebrate	a ……
to ……	a dance
to decorate	a ……
to ……	a light
to symbolise	a ……

a Some people say Russian blinis are ***a symbol*** of the sun.

b People …… Chinese New Year in January or February.

c The dragon …… is one of the highlights of Chinese New Year celebrations.

d During the festival of Diwali, people …… their homes and …… small oil lamps called *diyas*.

Ages and stages

2 Match the ages to the stages.

1	0–1	a	elderly
2	1–2	b	in your early teens
3	13–14	c	a toddler
4	14–16	d	in your late teens
5	16–19	e	in your twenties
6	20–29	f	in your mid-teens
7	40–60	g	a baby
8	Over 80	h	middle-aged

Use of English

1 Use *in*, *on* or *at* to complete the time phrases in these sentences.

The Moon Festival

In China, the Moon Festival takes place ***in*** autumn, _____ [a] the end of September or the beginning of October.

It is celebrated _____ [b] the 15th day of the 8th month in the Chinese calendar, on the night of a full moon. The Moon Festival was made a Chinese public holiday _____ [c] 2008.

2 Make compound adjectives from these words to use in the sentences below.

horse	covered	home
drawn	brightly	coloured
snow	made	

a We rode in a ***horse-drawn*** sleigh.

b There were lots of delicious …… dishes.

c The decorations were made of …… paper.

d We saw …… mountains from the plane.

3 Add the appropriate extra information from the box to the middle of each sentence, using *which*, *who* or *whose*.

It's a city in Colombia.
It's held in February or March.
She lives in Germany.
It's on the top floor.
Her parents are from Kenya.

a Our room has a view of the city.
Our room, which is on the top floor, has a view of the city.

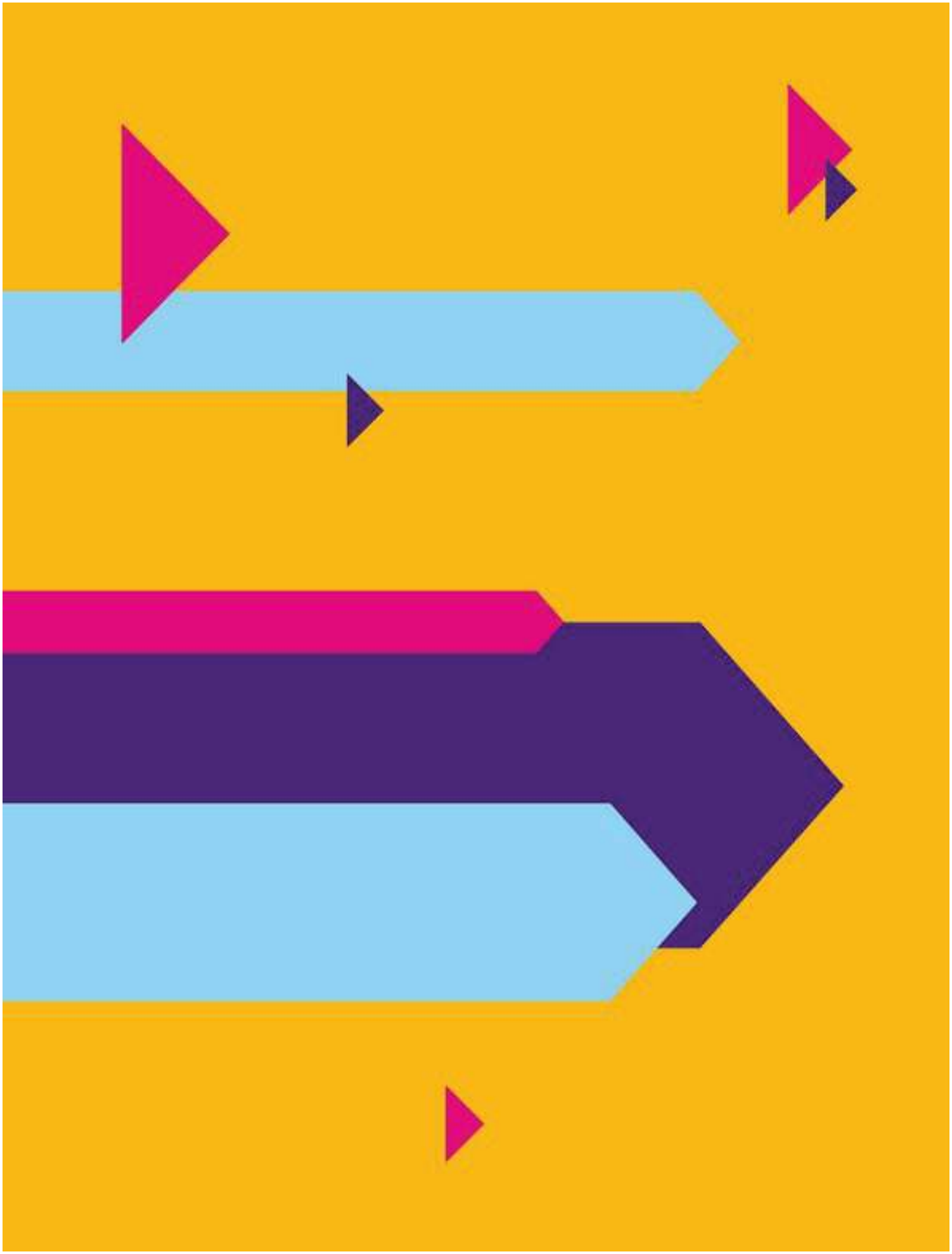
b My sister is a civil engineer.

c The carnival attracts visitors from all over the country.

d Cartagena has an international film festival.

e Rosa speaks both English and Swahili fluently.

Summary checklist

I can

- ☐ give and understand descriptions of New Year celebrations, and describe a New Year celebration.
- ☐ talk about festivals celebrated around the world.
- ☐ describe a painting in detail.
- ☐ describe people in terms of their age group.
- ☐ discuss early years traditions in Japan and parts of Africa.
- ☐ describe April Fools' Day traditions.